

|                         |  |
|-------------------------|--|
| 1. Record Nr.           | UNINA9910795765803321  |
| Autore                  | Hallowell Brooke   |
| Titolo                  | Aphasia and Other Acquired Neurogenic Language Disorders : A Guide for Clinical Excellence   |
| Pubbl/distr/stampa      | San Diego : , : Plural Publishing, Incorporated, , 2019<br>©2023   |
| ISBN                    | 9781635501629<br>9781635501599   |
| Edizione                | [2nd ed.]  |
| Descrizione fisica      | 1 online resource (649 pages)  |
| Soggetti                | Language disorders   |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di contenuto       | Intro -- What Is Special About This Book? -- Acknowledgments -- About the Author -- Dedication -- Section I. Welcome and Introduction -- Chapter 1. Welcome to the Fantastic World of Research and Clinical Practice in Acquired Neurogenic Communication Disorders -- What Are Acquired Cognitive-Linguistic Disorders? -- Which Neurogenic Communication Disorders Are Not Acquired Language Disorders? -- What Is Clinical Aphasiology? -- What Is So Fantastic About the World of Neurogenic Communication Disorders? -- We Work With Wonderful People and Become Part of Their Rich Life Stories -- We Are Catalysts for Positive Change -- We Enjoy Empowerment of Others Through Advocacy and Leadership -- We Enjoy a Great Deal of Humor and Fascination -- We Enjoy Fantastic Local and Worldwide Professional Networks -- Our Work Is Multicultural and Multilingual -- We Are Lifelong Learners -- We Tap Into Our Most Scientific and Our Most Creative Selves at the Same Time -- We Have Rich Career Opportunities -- What Disciplines Are Relevant to Aphasia and Related Disorders? -- What Is Known About the Incidence and Prevalence of Acquired Neurogenic Language Disorders? -- Where Do Aphasiologists Work? -- What Is the Career Outlook for Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 2. Becoming the Ultimate Excellent Clinician -- What Makes a Clinician Truly Excellent? -- What Can One Do to Become an Excellent Clinical Aphasiologist? -- How Do the |

People We Serve Characterize What They Most Want? -- What Are Some Traits of People Who Are Perceived as Unhelpful Clinicians? -- What Content Is Important to Master? -- What Credentials Are Required for a Career as an Aphasiologist? -- What Credentials May Aphasiologists Earn Beyond Their Basic Academic and Clinical Credentials? -- Is It Best to Specialize or Generalize?.

What Strategies Help Boost Career Development in Acquired Cognitive-Linguistic Disorders? -- What Organizations Support Professional Information Sharing and Networking Among Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 3. Writing and Talking About the People With Whom We Work -- What Is Important to Consider in Writing and Talking About People With Neurogenic Cognitive-Linguistic Disorders? -- Person-First Language -- Alternatives to the Word Patient -- People With Disabilities -- Research Participants -- Older People -- Healthy Adults -- What Are Important Nuances in Terms We Use to Refer to People Who Care for People With Neurogenic Cognitive-Linguistic Disorders? -- What Is the Difference Between the Terms Therapy and Treatment ? -- Neurotypical People -- What Are Pros and Cons of Terms Used to Refer to SLPs? -- What Are the Preferred Terms When Referring to the Experts Who Work With People Who Have Neurogenic Communication Challenges? -- What Is Important to Keep in Mind Regarding Inclusive and Welcoming Language? -- What Other Terms Might Unintentionally Convey Negative Connotations? -- Why Are There Inconsistencies in the Prefixes Used in Terms for Characterizing Neurogenic Symptoms, and What Is the Rationale for Varied Prefix Choices? -- Learning and Reflection Activities -- Section II. Foundations for Considering Acquired Neurogenic Language Disorders -- Chapter 4. Defining and Conceptualizing Aphasia -- What Is a Good Way to Define Aphasia? -- Aphasia Is Acquired -- Aphasia Has a Neurological Cause -- Aphasia Affects Reception and Production of Language Across Modalities -- Aphasia Is Not a Speech, Intellectual, Sensory, or Psychiatric Disorder -- How Have Established Aphasiologists Defined Aphasia? -- What Are the Primary Frameworks for Conceptualizing Aphasia? -- Unidimensional Frameworks.

Multidimensional Frameworks -- Medical Frameworks -- Cognitive Neuropsychological, Psycholinguistic, and Neurolinguistic Frameworks -- Biopsychosocial Frameworks -- Social Frameworks -- Social Determinants of Health Frameworks -- Other Historically Relevant Frameworks -- How Does One Choose a Preferred Framework for Conceptualizing Aphasia? -- How Are the Frameworks for Conceptualizing Aphasia Relevant to Other Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 5. The WHO ICF, Human Rights Perspectives, and Life Participation Approaches -- What Is the WHO ICF? -- How Is the WHO ICF Relevant to Ethics and Human Rights? -- How Is the WHO ICF Specifically Relevant to Intervention and Research in Rehabilitation? -- How Is the WHO ICF Specifically Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 6. Etiologies of Acquired Neurogenic Language Disorders -- What Is a Stroke? -- What Are Stroke Risk Factors, and What Causes Stroke? -- What Are the Physiological Effects of Stroke? -- How Crucial Is Timing for Medical Treatment After a Stroke? -- How Is the Sudden Onset of Stroke Relevant to Supporting Patients and Families? -- What Is a Transient Ischemic Attack? -- What Is Hypoperfusion? -- What Can Be Done to Prevent Stroke? -- Attending to Stroke Triggers -- What Is TBI? -- What Are Blast Injuries? -- What Are Concussion and Mild TBI? -- What Can Be Done to Prevent TBI? -- What Are Bacteria and Viruses? -- What

Other Types of Infections Affect Cortical Function? -- What Is Neoplasm? -- What Is Toxemia? -- What Are Diabetes Mellitus and Diabetic Encephalopathy? -- What Is Metabolic Syndrome? -- What Other Metabolic Disorders Cause Encephalopathy? -- What Is Neurodegenerative Disease? -- What Is Dementia? -- What Is Mild Cognitive Impairment?.

What Is Primary Progressive Aphasia? -- What Are Some Special Challenges in Identifying Etiologies of Cognitive-Linguistic Disorders? -- Learning and Reflection Activities -- Chapter 7. Neurophysiology and Neuropathology of Acquired Neurogenic Language Disorders -- What Should SLPs Know About Neuroanatomy and Neurophysiology Associated With Neurogenic Cognitive-Linguistic Disorders? -- What Are Key Neurophysiological Principles Pertinent to Acquired Cognitive-Linguistic Disorders? -- Specialization of Structure and Function -- Interconnectivity Throughout the Brain -- The Brain's Plasticity -- What Is the Most Clinically Pertinent Knowledge an Aphasiologist Should Have About the Blood Supply to the Brain? -- What Factors Affect a Person's Prognosis for Recovery From a Stroke or Brain Injury? -- Why Is It Important for Clinical Aphasiologists to Know About the Visual System? -- What Aspects of the Visual System Are Most Relevant to People With Neurogenic Language Disorders? -- Anatomy and Physiology Associated With Visual Deficits -- How Are Visual Field Deficits Characterized? -- What Are Ocular Motor Deficits? -- What Are Visual Attention Deficits? -- What Are Higher-Level Visual Deficits? -- What Aspects of the Neurophysiology of Hearing Are Most Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Supplemental Review of Neuroanatomy Related to Aphasiology -- Supplemental Review of Blood Supply to the Brain -- Supplemental Review of the Visual System -- Supplemental Review of the Auditory System -- Chapter 8. Neuroimaging and Other Neurodiagnostic Instrumentation -- What Are the Most Relevant Neuroimaging Techniques for Aphasiologists to Know About? -- Computed Axial Tomography (CAT or CT) -- Magnetic Resonance Imaging (MRI) -- Single Photon Emission Computed Tomography (SPECT) -- Cerebral Angiography.

What Other Neurodiagnostic Methods Are Important for Aphasiologists to Know About? -- Electroencephalography (EEG) -- Electrocorticography -- Additional Methods -- Learning and Reflection Activities -- Chapter 9. Aging, Which Is Not a Disorder, and Its Relevance to Aphasiology -- What Is Aging? -- What Are Key Theories About Aging That Are Especially Relevant to Cognition and Communication? -- What Is Aging Well? -- How Are Demographic Shifts in Aging Populations Relevant to Clinical Aphasiologists? -- What Are Normal Changes in the Brain as People Age? -- What Are Positive Aspects of the Aging Brain? -- Memory -- Word Finding -- Syntactic Processing -- Reading and Writing -- Discourse -- Pragmatics -- What Are General Guidelines for Differentiating Normal From Impaired Language in Older Adults? -- What Theories Have Been Proposed to Account for Cognitive-Linguistic Changes With Aging? -- Resource Capacity Theories -- Working Memory Theories -- Context-Processing Deficiency Theories -- Signal Degradation Theories -- Transmission Deficit Theories -- Speed-of-Processing Theories -- Inhibition Theories -- What Can Be Done to Ensure the Best Preservation of Language Abilities as People Age? -- What Is Elderspeak, and How May We Raise Awareness About It? -- What Sensitivities Related to Ageism Are Important for Aphasiologists to Demonstrate? -- Learning and Reflection Activities -- Section III. Features, Symptoms, and Syndromes in the Major Categories of Cognitive-Linguistic Disorders -- Chapter

10. Syndromes and Hallmark Characteristics of Aphasia -- How Are the Types of Aphasia Classified? -- What Are the Classic Syndromes of Aphasia, and What Are the Hallmark Characteristics of Each? -- Expressive/Receptive, Nonfluent/Fluent, and Anterior/Posterior Dichotomies -- Classic Aphasia Classification -- Wernicke's Aphasia -- Broca's Aphasia -- Global Aphasia. Conduction Aphasia.

---

Sommario/riassunto

Covering an array of evidence-based content, including aphasia, traumatic brain injury, dementia, and language in aging, Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence, Second Edition is a must-have textbook for clinicians and students studying to be speech-language pathologists. This clinical guide strategically addresses scientific foundations, service delivery, international and multicultural perspectives, assessment, and treatment.

---